

591 If a daughter failed to marry, she spent the rest of her life in
562 her father's home and received sympathy only as long as her mother
was alive. Her father and married brothers thought of her as a servant
in the home and treated her accordingly. Fortunately there was rarely
more than one old maid at a time in Dragalevtsy.

593 The treatment of younger children, of course, varied greatly with
855 the home. Children in Dragalevtsy were accustomed to being yelled
562 at from their first toddling days by displeased older people. As we
have already seen, there was no question about boys being preferred
to girls in most homes, especially if there was only one boy among
several girls. In such homes it was the boy who received the presents
when the father returned from town, and who was picked up first; it
was the boy whom the parents held when they asked to be photo-
graphed.

• [861] Whipping, which was usually done by the father, was such an
effective check on misbehavior that parents often needed only to
threaten it. Another method of punishment was to withhold bread
from the child for two or three hours, but, as one father said, "This
doesn't always work, especially if the child begins to cry."

[357] Some parents, when they were unable to make ends meet, sent a
girl off to Sofia to work as a domestic. One family revealed that five
years previously a twelve-year-old daughter had been sent to be a
servant in Sofia; she would never return to the village to live, nor
did she ever come to visit. In this case the parents could not support
an extra person, so chose the simplest way out. The fact that many
Bulgarian families in cities sought female servants from twelve to
eighteen years of age made such a practice possible. Indeed, on St.
Dimitër's Day (November 8) and St. George's Day (May 6) there
used to be a "servant bazaar" in Sofia. Village girls went to a certain
place and stood in a row where housewives could look them over
like heifers and choose a maid. Changes in servants, including shep-
herds, were ordinarily made only at these two times during the year.

593 Should parents find a job for a teen-aged boy, the father might
857 require the boy to accept the job. Most boys wanted work; only a few
resented working at all. If a father had more sons than he needed
on the farm, he sometimes chose a trade for or with the boy. Such

658 government through the Ministry of Education. Parents had no fee
871 to pay, unless the child continued his education in a gymnasium in Sofia.

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There was, the director said, a noticeable relationship between the type of home and success in school work. Uneducated parents did not provide good conditions for study, since the pupils had no tables on which to write, no quiet, and lived in unhygienic surroundings. The more intelligent parents did their best to remedy such defective conditions. Most of the children had a great desire to study, but unfortunately many parents killed this enthusiasm. They either sent their children to tend the cattle, or, if the student gave lessons as an excuse for not doing some task, the parent said, "You don't need all that stuff from books."

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At times the teachers gave some of the poor but bright students garments, shoes, and caps. The students receiving the mark six (excellent) were taken free of charge on a trip to a theater in Sofia, were given a free bath at the public bathhouse, and a large bowl of soup in a Sofia restaurant. As the director said, "Prizes help a great deal to stimulate study, and those who do not attain them are very disappointed." Five or six times a year the teachers took the older pupils to Sofia to visit the zoological gardens, the museums, a monastery, and sometimes a movie theater.

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A glance at the list of courses on page 135 shows how the subjects were distributed through the first seven years of school. The tendency had been to follow the conventional courses of Western Europe, without any real adaptation to the needs of the villagers.

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The textbooks, uniform for the whole Sofia district, were chosen by the Ministry of Education. While most students bought their own paperback textbooks, the school had approximately \$245 in its budget for a textbook loan library to aid the poor students. The teachers assigned written work at intervals; for instance, the teacher in history and geography would give homework every five or six lessons, the teacher in arithmetic every day. All students recited daily because of the small number in the class, but written tests and examinations were not employed to the extent they are in American schools. Near the end of the semester one written lesson was required in each

PARENTS AND CHILDREN

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CURRICULUM OF BULGARIAN ELEMENTARY SCHOOL
(1937)

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Hours per week

SUBJECT	PRIMARY (Grades)				PRO-GYMNASIUM (Classes)		
	I	II	III	IV	I	II	III
1. Religion	1	1	1	1	1	1	1
2. Bulgarian Language, Reading	9	9	7	7	7	6	5
3. Storytelling	3	3	—	—	—	—	—
4. French, German, or English	—	—	—	—	—	—	2
5. Arithmetic	4	4	4	4	3	3	3
6. Practical Geometry	—	—	1	1	—	—	—
Geometric Drawing	—	—	—	—	1	2	2
7. Civics,	—	—	4	4	—	—	—
General, Bulgarian History	—	—	—	—	2	2	3
8. General, Bulgarian Geog- raphy and Civics	—	—	—	—	3	4	3
9. Natural Science, National Economy and Peasant Hygiene	—	—	3	3	—	—	—
Natural History, Physics, Chem., and Hygiene	—	—	—	—	3	4	3
10. Drawing and Handwork	2	2	3	3	4	4	4
11. Penmanship	—	—	—	—	1	—	—
12. Singing	1	1	1	1	2	2	1
13. Gymnastics	2	2	2	2	2	2	1
Total hours per week per class:	22	22	26	26	29	30	28

subject, the date to be fixed by the teacher. Sometimes this was the only written test the class had during the course of that semester. At the end of the year there was a formal examination to help the teachers in judging the progress of the pupil.

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It was the duty of the director to visit classes for purposes of supervision. She gave suggestions and occasionally taught a class to illustrate teaching techniques to less experienced teachers.

Judging only from the deportment marks, which were perfect for all students, there was little or no trouble with discipline. The truth of the matter was, however, that in Bulgaria a student's deport-

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ment mark was written on his diploma, thus following him throughout life. Therefore teachers found it more of a trial to lower a student's conduct mark than to fail him scholastically. All discipline cases were sent to the director, who reprimanded the student or sent the child home to his parents. The law did not permit corporal punishment, although many parents would have been glad to give the director the right. The final step, to which the director seldom resorted, was to require the student to attend school in a neighboring village.

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There was little friction between the parents and the local school authorities, probably because the schools were a branch of the government and one seldom protested loudly against the government. If some trouble arose, parents complained to the school director, who passed the complaint on to the mayor.

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There was nothing in Dragalevtsy, or in any other Bulgarian village, comparable to our Parent-Teacher Association. The very old peasants still regarded the government school as an outside and, therefore, slightly suspicious innovation—valuable for "the people of the world" perhaps, but yet to be proved indispensable for the village. Most of them agreed that the school widened the already existing difference in attitude between young and old. I once heard a good-humored disagreement between a mother and her twenty-five-year-old son. The woman had been explaining to me that she went to church to pray to God to help with the fields, to send rain and sunshine.

"But mother," interrupted the son impatiently, "the rain doesn't come from God."

"From where does it come then?"

The son sighed as though he were exhausted by endless repetition of a lesson to a stubborn child.

"From vapors up above, as the books tell us."

The old woman grinned undaunted.

"Well, God gives the vapors."

In spite of the suspicion toward anything new, the peasants were, on the whole, favorable toward education. While they slyly pointed out instances of unemployment among the intelligentsia, they were shrewd enough to see the economic advantages of formal schooling. Many villagers told me of a Dragalevtsy man who got a gymnasium